

Park Lane Primary School

Address: Park Lane, HA9 7RY

Unique reference number (URN): 101509

Inspection report: 6 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve consistently well across the curriculum. They develop secure knowledge and skills as they move through year groups and key stages. Pupils produce work that shows the depth of their learning over time. This includes the work of disadvantaged pupils and those with special educational needs and/or disabilities.

Published outcomes at the end of key stage 2 are sustained over time. They are above national averages in reading, writing and mathematics. This includes outcomes for disadvantaged pupils. Pupils progress well from their starting points. Phonics outcomes are close to national averages. This reflects the school's context, where some pupils join the school at different points in their education. This means some pupils have not had sufficient time to access the full phonics curriculum. Despite this, phonics teaching ensures pupils make secure progress from their varied starting points and develop reading fluency over time. As a result, pupils leave the school well prepared for the next stage of their education.

Early years

Strong standard ●

Early years provision is well structured and purposeful across Nursery and Reception. Leaders have an in-depth knowledge of children's starting points. They use bespoke assessment to review learning and inform teaching. Interactions between staff and children are consistently purposeful and support children's language development. Adults accurately model important vocabulary, ask well-timed questions and engage children in sustained shared thinking. This extends children's communication, turn-taking and independence.

Knowledge in the curriculum is carefully ordered. It places an embedded focus on communication and language. Reading is prioritised from the start. Children in Reception secure their phonics knowledge and apply this confidently in early reading and writing. Teaching in early reading, writing and mathematics is precisely delivered. Misconceptions are quickly identified and addressed. Children with special educational needs and/or disabilities are fully included in class provision. Targeted support enables them to access learning alongside their peers.

Clear routines and consistent expectations help children to settle quickly and develop positive learning behaviours. Children learn to keep themselves safe and develop independence through everyday routines, such as washing their hands before lunch. As a result, children are confident and well prepared for the transition to Year 1. Parents value the close partnership with staff and the clear guidance they receive to support learning at home.

Inclusion

Strong standard ●

Inclusion is at the heart of the school's work. Leaders have consistently created a culture where all pupils are valued and supported. Leaders' approach is underpinned by robust evidence and reflects a keen attention to detail. Pupils' individual needs are identified early through rigorous and detailed assessment. This includes disadvantaged pupils, pupils with

special educational needs and/or disabilities and pupils known, or previously known, to children's social care. Leaders act with precision, ensuring that appropriate support is promptly put in place so that pupils can access learning alongside their peers.

Leaders systematically reduce barriers to learning and wellbeing through a highly effective universal offer and meaningful targeted interventions. Individual support and tailored curriculum approaches are expertly implemented. This enables pupils to remain fully included in day-to-day classroom life. Staff benefit from high-quality professional development, which supports consistent and reflective practice.

Leaders monitor pupils' progress rigorously and take a sharply analytical approach to evaluating interventions. Decisions about how funding and resources are used, including pupil premium funding, are highly successful in addressing identified needs. As a result, outcomes for disadvantaged and vulnerable pupils are consistently positive. This reflects the school's unwavering commitment to equity, opportunity and inclusion.

Leadership and governance

Strong standard 

Leaders have an inclusive vision that is embedded across the school. They know their context well and use this understanding to identify strengths and prioritise improvement actions. Leaders respond thoughtfully to the school's context, including high pupil mobility and a high proportion of pupils with special educational needs and/or disabilities (SEND). Decisions are consistently taken in the best interests of pupils, particularly those who are disadvantaged or face barriers to their learning or wellbeing. Leaders' work to support vulnerable pupils is sharply focused, and outcomes for disadvantaged pupils are consistently positive.

Staff speak positively about leadership and feel well supported. Leaders place a clear emphasis on staff wellbeing and workload when making decisions. Staff say they can approach senior leaders easily and feel both challenged and supported. Leaders provide a high-quality, sustained programme of professional development that builds staff expertise, including for those at the earliest stage of their careers. Opportunities for staff to share practice and evaluate the impact of interventions are well established. Wellbeing initiatives, such as nature walks and yoga, contribute positively to staff wellbeing. As a result, staff morale is high.

Governors fulfil their statutory responsibilities, including safeguarding, and provide appropriate support and challenge. They are knowledgeable about the impact of funding, including pupil premium. They hold leaders to account for outcomes for disadvantaged pupils and those with SEND. Governors work strategically with leaders to review and monitor the priorities for improvement. They also meet with leaders and ensure resources are used well to sustain improvements in the quality of education.

Personal development and wellbeing

Strong standard 

Personal development and wellbeing are central to the school's work. This is underpinned by a deeply inclusive ethos. Pupils demonstrate a mature and secure understanding of moral, social and cultural issues through their personal, social and health and relationships,

sex and health education learning. They talk confidently about kindness, anti-bullying, equality and respect. They understand differences, challenge stereotypes and recognise that everyone has the same rights. Pupils value learning about relationships and online safety. They describe this teaching as helpful and age-appropriate. They know the importance of boys and girls being treated equally. Staff consistently model fairness and respect. Pupils know who to speak to if they have a concern. They are assured that adults respond quickly and supportively.

Leaders have designed a well-considered personal development programme. Character development is structured through age-appropriate class values that build as pupils move through the school, supporting their personal growth and maturity over time. Alongside this, all pupils are entitled to complete 50 meaningful experiences by the end of Year 6. This entitlement is carefully tracked. It ensures that pupils develop confidence, independence and responsibility and that no pupils are excluded from opportunities.

The school provides extensive enrichment through clubs and creative opportunities, including dance and music. Leaders plan holiday provision carefully. This offers educational and recreational experiences for pupils. Leaders track participation closely to ensure equality of access.

Pupils take on a wide range of leadership roles, including as school council members, IT helpers, language ambassadors and lunchtime helpers. These roles develop responsibility and confidence. They encourage pupils to contribute positively to the school community. Pupils engage in charity work. They raise funds and provide culturally sensitive food parcels for families in need. As a result, pupils are confident, thoughtful and socially aware. They demonstrate a clear understanding of fundamental British values. They are well prepared to be positive, active members of modern society.

Expected standard

Attendance and behaviour

Expected standard 

Leaders prioritise improving attendance and have taken appropriate action. Attendance for disadvantaged pupils is above national averages. This reflects leaders' targeted and sustained work with the most vulnerable groups. Overall attendance is close to national averages for all pupils. Leaders analyse attendance information carefully to identify patterns and trends. They also make use of external support. Leaders work closely with families and have established positive relationships. However, leaders have not fully engaged with a small number of families as effectively. This means the expectations of high attendance are not as well understood by these families. As a result, attendance has not improved as much as it could and has plateaued in comparison with national patterns.

Behaviour across the school is calm and respectful. Pupils demonstrate positive attitudes to learning. They work well both independently and collaboratively. Routines, including early morning starts, are well embedded and support a harmonious atmosphere. Pupils play well together at breaktimes. They show respect for adults and their peers. Staff understand and consistently apply the behaviour policy. Any incidents, including bullying, are addressed

quickly and effectively. Staff know pupils well and provide individualised support where needed. This ensures all pupils feel safe, included and ready to learn.

Curriculum and teaching

Expected standard 

Leaders have a secure understanding of the quality of the curriculum and teaching. They make thoughtful decisions to refine practice where needed. The curriculum is well designed. It logically orders when pupils learn key knowledge, from the early years to Year 6. Key concepts are revisited and extended over time. This supports pupils to build knowledge securely and prepares them well for their next steps.

Teaching is typically effective and highly inclusive. Teachers draw on pupils' prior knowledge and address misconceptions. Structured discussion and opportunities to apply learning are used well. This supports both spoken and written language development. Key knowledge in reading, writing and mathematics is prioritised. Staff check pupils' learning regularly. This ensures that knowledge is built securely. Pupils who need additional support are quickly identified. This includes disadvantaged pupils and those with special educational needs and/or disabilities. These pupils receive carefully tailored support so they can learn alongside their peers.

Leaders ensure that staff have the subject knowledge needed to implement the curriculum effectively, including teachers at the start of their careers. However, there is some minor variability in aspects of curriculum implementation. For example, sometimes teaching does not clearly explain how to use newly acquired information, or provide pupils with enough opportunity to practise new knowledge. Leaders are providing coaching and opportunities for joint practice to secure full consistency across subjects.

What it's like to be a pupil at this school

Pupils are highly positive about their school experience. The school is a welcoming, inclusive place where pupils are listened to, supported and well prepared for life beyond school. Pupils say school is enjoyable, rewarding and a place where they feel safe and well cared for. Pupils are confident that adults will help them if they have any worries. Bullying is rare. If it happens, staff deal with any issues quickly and effectively. Behaviour in lessons is positive so that pupils can learn without distraction. From the early years onwards, children settle quickly into school routines and form close-knit relationships with staff and peers. This helps them to feel secure and ready to learn.

Pupils engage enthusiastically in their learning. They value the support they receive from teachers. This enables them to achieve well. Pupils are well prepared for the next stage. This includes making links between visits and curriculum content. For example, they describe how visiting the British Museum supports their understanding of ancient Egypt. Disadvantaged pupils and those with special educational needs and/or disabilities receive highly effective support. This means they are able to participate fully in and benefit from the same opportunities as their peers.

Pupils are included in all aspects of school life and value having a voice. Their views lead to changes at the school. These include improvements to playground equipment and helping to feed the chickens in the school coop. Pupils enjoy a wide range of clubs and enrichment activities, including sport, music, art and academic clubs. These help them to develop confidence, interests and independence. Leadership roles, such as traffic ambassadors, help pupils understand responsibility and contribute positively to the school community.

Next steps

- Leaders should continue to address some variability in the implementation of the curriculum to ensure teaching clearly explains how to use key knowledge and provides pupils with appropriate opportunities to practise their new learning.
 - Leaders should continue to work with parents to reinforce the importance of high attendance, particularly for those pupils whose attendance remains below national levels.
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About this inspection

The chair of the board of governors in this school is Reza Rahnama.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body, as well as a representative from the local authority.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:
The school does not use any alternative provision.

Headteacher: Enid Lewis

Lead inspector:

Karen Kent, His Majesty's Inspector

Team inspectors:

Adam Vincent, His Majesty's Inspector

Susan Maguire, His Majesty's Inspector

Rutinderjit Mahil-Pooni, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 January 2026

School and pupil context

Total pupils

456

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

480

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

21.60%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.29%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

23.25%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	61%	Above
2024/25	81%	62%	Above
2023/24	74%	61%	Above
2022/23	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	74%	Above
2024/25	83%	75%	Above
2023/24	89%	74%	Above
2022/23	83%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	72%	Above
2024/25	81%	72%	Above
2023/24	78%	72%	Close to average
2022/23	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	73%	Above
2024/25	91%	74%	Above
2023/24	89%	73%	Above
2022/23	83%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	46%	Above
2024/25	92%	47%	Above
2023/24	76%	46%	Above
2022/23	65%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	62%	Above
2024/25	92%	63%	Above
2023/24	88%	62%	Above
2022/23	82%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	59%	Above
2024/25	92%	59%	Above
2023/24	76%	58%	Above
2022/23	76%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	60%	Above
2024/25	92%	61%	Above
2023/24	88%	59%	Above
2022/23	76%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	68%	8 pp
2024/25	92%	69%	22 pp
2023/24	76%	67%	9 pp
2022/23	65%	66%	-2 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	87%	80%	7 pp
2024/25	92%	81%	11 pp
2023/24	88%	80%	9 pp
2022/23	82%	78%	4 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	78%	3 pp
2024/25	92%	78%	13 pp
2023/24	76%	78%	-1 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	76%	77%	-1 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	85%	80%	5 pp
2024/25	92%	81%	11 pp
2023/24	88%	79%	9 pp
2022/23	76%	79%	-3 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	5.6%	5.2%	Close to average
2023/24	4.8%	5.5%	Close to average
2022/23	6.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	16.6%	13.3%	Close to average
2023/24	11.8%	14.6%	Close to average
2022/23	18.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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